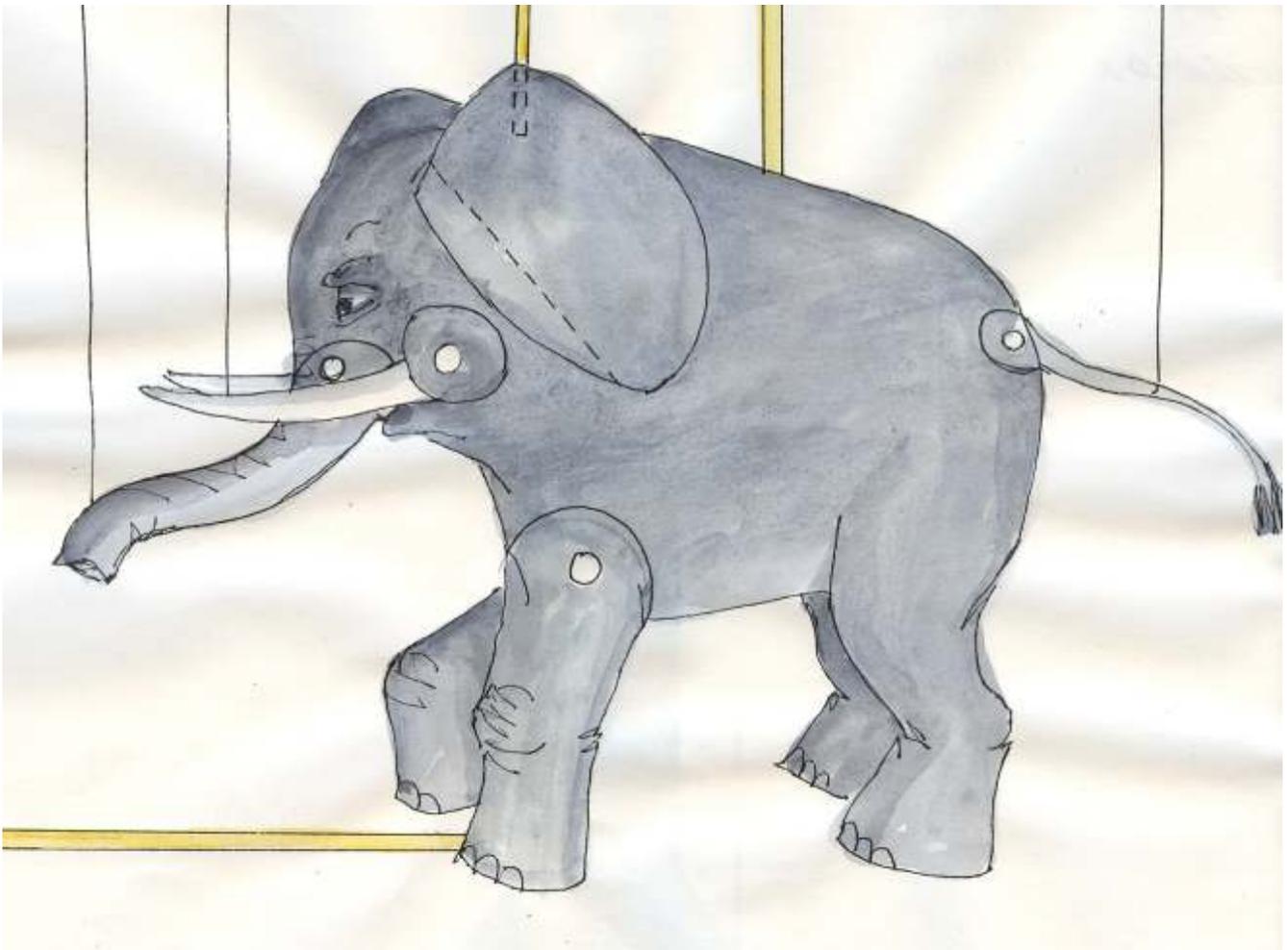


# Stories from Different Countries Faiths and Times



## STORIES LEARNING ACTIVITIES

- Teachers and leaders can adapt the following to suit their own needs.
- The methodology that worked best on the pilots was 'circle time'. For more information about methodologies that build a positive learning environment please see the chapter on group work and facilitation in Lynagh N and M Potter, *Joined Up* (Belfast: NICIE, Corrymeela) 2005, pp 43 - 86. There is a hyperlink to this resource in the 'Getting Started' page in the Introduction.
- Teachers/leaders need to explore and be comfortable with their own identity before discussing identity with the class/group. It is important for us to accept others both for the ways in which we are different and also for the ways in which we are similar and to express our identity in ways that do not harden boundaries with others. You can find out more about sectarianism and approaches to difference in the trunk and branches sections of the downloadable 'Moving Beyond Sectarianism'(young adults) at:  
[www.tcd.ie/ise/projects/seed.php#mbspacks](http://www.tcd.ie/ise/projects/seed.php#mbspacks)
- It is important that parents are aware of the issues in this unit. Write a letter to let them know what you will be covering and why.
- There follows a set of learning activities for 4 sessions using stories from different countries and cultural/faith traditions. The stories are traditional and all carry a lesson on skills for dealing with conflict and difficulties. Two of them were written by members of the steering group for this project. They also accompanied me during the pilots. Having someone from a minority ethnic community visit and tell a story from their country is very helpful. Use 'contacts' in the resources section and find out if anyone would be available. Evaluation of the stories is comparative and accumulative over the 4 sessions.
- As the pilot for three of these stories was carried out in a special school, songs were chosen for closure. If you prefer, use some of the closures in 'Games' in the Resources section. The Kites story was used on a residential with families from different cultural and faith backgrounds and adapted, the pictures used representing family and community and flying/holding up the things that were important to them.

<p><b>STORIES</b> A programme for 5 sessions of 30 - 40 minutes</p> <p><b>LEARNING INTENTION:</b> In sharing stories from different cultural and faith traditions from around the world, we will consider identity, diversity and respect; co-operation and interdependence</p> <p><b>CORE CONCEPTS:</b> To recognise and value the differences within and between us as well as the similarities; To have respect and value for ourselves and others; To appreciate the value of co-operation and interdependence; To acknowledge family/community hopes; prayers; and blessings.</p>	<p><b>SUGGESTED SUCCESS CRITERIA</b></p> <p><b>THE STORIES</b></p> <ul style="list-style-type: none"> <li>• We will extend our knowledge of stories and different faith traditions from different countries in the world -India; Thailand; Africa; and China</li> <li>• We will make; use puppets; kites (reflecting different cultural traditions)</li> <li>• We will encourage remembering; active listening, respect and empathy</li> <li>• We will learn more about attitudes to own and other peoples' faults</li> <li>• We will learn more about wisdom and judgment</li> <li>• We will think about the differences within and between us as well as the similarities</li> <li>• We will learn more about diversity and interdependence</li> <li>• We will share, compare and evaluate what we learn</li> </ul>
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<p><b>THE STORIES</b></p> <p>This column gives suggestions for a lesson outline</p> <p><b>SESSION 1 STORY FROM INDIA</b></p> <p><b>CORE CONCEPT:</b> To recognise and respect the differences within and between us as well as the similarities;</p> <p><b>Opening activity</b> - pass the globe. Introduce the countries we will be hearing stories from. Has anyone ever been to any of them? What do we know about the countries? Whilst many of the children won't relate to countries on a globe, it's fun to point to different parts of a big ball and name the countries we are hearing stories from. Use any feedback from this session in any baseline evaluation</p> <p><b>All change</b> - Try using specific statements about using tools or feelings &amp; attitudes e.g. whether they have ever:- been angry with their friend; bullied by someone bigger than themselves; worried about being small etc.</p> <p><b>Story from India</b> written by Sharada Bhat - Use a large model for the elephant and finger puppets for the other smaller creatures; and the ant. The story can be interactive with lots of children taking part in acting it out with the puppets.</p> <p><b>Feelings Pictures</b> Talk about feelings. Look at the feelings pictures. Invite the children to describe them? Ask the children to make a face to match the feeling - angry; happy; sad; frightened; bored.</p> <p><b>Sharing</b> - what do we learn from the story?</p> <p><b>Closure</b> - Song</p>	<p><b>DETAIL OF WHAT TO DO</b></p> <p>This column lists resources needed and gives sources for background information for each lesson</p> <p><b>SESSION 1</b></p> <p><b>Choose</b> appropriate opening and closure activities from the '<b>Games</b>' in the 'Resources' section</p> <p>Print out the <b>stories and Pictures</b> available from this section</p> <p><b>Map of the world</b> Invest in an inflatable globe Passing it around the circle as an opening or closing activity, inviting people to find the country - where they live now; have lived before; have visited or know someone.</p> <p><b>All Change Game</b> Read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it.</p> <p><b>Story and puppet activity</b> Print out from this section</p> <p><b>Finger puppets</b> - consider making more in addition to the ones on page 1 of the activities in this section - there are more available in the Chinese New Year section.</p> <p><b>Feelings pictures</b> Print these out from this section or make/use your own</p> <p><b>Flashcards</b> You will need these to help everyone remember the names of different countries - India; etc</p> <p><b>Song</b> Pick one song that has an association with the story e.g. Nellie the elephant; If I were an elephant (a line in 'If I were a butterfly'); or He's got the whole world in his hands...</p>
<p><b>SESSION 2 STORY FROM THAILAND</b></p> <p><b>CORE CONCEPT:</b> To have respect and value for ourselves and others</p> <p><b>Opening activity</b> Pass the globe. Share what we remember about last week's story.</p>	<p><b>SESSION 2</b></p> <p><b>Clumps</b> - read the instructions for playing this game in 'Games' in the Resources section. This game breaks people into clumps. Think about how you will use it.</p> <p><b>Make some shadow puppets</b> - see page 2 of the</p>

<p><b>Clumps game</b> - Talk about being 'in' or 'out' of a clump. Acknowledge difference.</p> <p><b>Discussion</b> - Share/reflect on the game. Talk about feelings - being 'in' and 'out'. Talk about our behaviour - if we looked for our 'friends' to form the clump or joined the ones nearest to us.</p> <p><b>Story from Thailand</b> - Phikul Thong (Traditional) Using an overhead projector and six shadow puppets, tell this traditional story from Thailand.</p> <p><b>Closure</b> Sing last week's song and then another for this one. On the pilot we sang the school song which was about growing up respecting difference.</p>	<p>activities in this section. You will need six shadow puppets. You can get lots of really good resources (recycled) and ideas from the following <a href="http://www.playresource.org">www.playresource.org</a> <a href="http://www.the-source.org.uk/areas/source/playhouse.aspx">www.the-source.org.uk/areas/source/playhouse.aspx</a></p> <p>For more information on how to make a shadow puppet theatre and puppets see: <a href="http://www.osv.org/kids/crafts2.htm">www.osv.org/kids/crafts2.htm</a></p> <p><b>Story</b> - Print out the story at <a href="http://www.thailandlife.com/folktales_phikulthong.htm">www.thailandlife.com/folktales_phikulthong.htm</a> or use the play written from the story in this section</p> <p><b>Flashcards</b> - You will need these to help remember the names in this story!</p>
<p><b>SESSION 3 STORIES FROM AFRICA (NIGERIA)</b></p> <p><b>CORE CONCEPT:</b> To appreciate the value of co-operation and interdependence</p> <p><b>Opening activity</b> - pass the globe. Find the countries we have heard stories from so far - India and Thailand and look for Africa.</p> <p><b>Share</b> what we remember about the lessons learned from the last two weeks' stories</p> <p><b>Gate game</b></p> <p><b>Discussion</b> Talk about majorities and minorities and how it feels to be in either group; also 'unfair' attitudes to either group reflecting on the stories we have heard so far.</p> <p><b>Stories from Africa</b> The Cat and the dog and The Broom (Traditional) written by Rose Ozo. Use finger puppets for the cat and the dog and make a broom. The stories can be interactive with children taking part in acting them out with the puppets; or passing the broom and seeing if any of them can bend or break the sticks. What do we notice about the sticks - alone and together? What did the dog and cat discover? What can we learn from the two stories?</p> <p><b>Closure</b> Songs to remind us of the stories we have heard so far and the one for this story and what it teaches us about standing/working together.</p>	<p><b>SESSION 3</b></p> <p><b>Gate Game</b> - see 'Games' in the Resources section. Think about how you will use it. This game, which 'sorts' people into categories according to gender; appearance; clothes worn etc. helps us experience what it's like to be 'grouped' together.</p> <p><b>Knitted puppets?</b> Print out the instructions for making the knitted puppet from the 'Resources' section and think of sending them home with the children - perhaps parents/extended family would make some for you? Give them different coloured skin (wool) and dress them in different clothes to represent people from the different countries in the stories.</p> <p><b>Flashcards</b> - for the different terms - minority; majority; discrimination etc. as well as the names and countries.</p> <p><b>Puppets and broom</b> - Make the finger puppets on page 3 of the activities in this section. Gather some Hazel or Willow sticks and make a broom.</p> <p><b>Song</b> - Pick a song about standing together; helping one another - e.g. The more we are together; or try the Rainbow Song MP3 available in this section. This song is written by Norman Richardson and sung by children from Howard and Edendork Primary schools Dungannon with Norman.</p>
<p><b>SESSION 4 - STORY FROM CHINA</b></p> <p><b>CORE CONCEPT:</b> To acknowledge family/community hopes; prayers; and blessings.</p> <p><b>Opening activity</b> - Find the countries we have heard stories from so far - India; Thailand, Africa and Sri Lanka and look for China.</p> <p><b>Songs</b> - Sing a song and see if the children can match it with a puppet/character or country of origin of the stories of the last 4 weeks.</p> <p><b>Story and Kite making</b> - Tell the story; make the kites and don't forget to fly them.</p> <p><b>Closure</b> - Wool web. We have an opportunity to talk about what we have learnt as well as the importance of connections and interdependence.</p>	<p><b>Visits from members of various ethnic communities</b> As the aim is to acknowledge difference and to respect one another, a series of visits from representatives of the different ethnic communities works well with these resources.</p> <p><b>Story and Kite making</b> Print out the story; and print the pictures you might like to copy onto the kites on page 6 of the activities in this section.</p> <p><b>Making a kite</b> See the following websites <a href="http://www.skratch-pad.com/kites/make.html">www.skratch-pad.com/kites/make.html</a></p> <p><b>Wool web</b> - see Games' in the Resources section. This is an affirmation exercise as well as a closure. An evaluation can be made of the learning from this and the baseline after the first session.</p>

STORY FROM INDIA  
(A Traditional Indian story from Sharada Bhat)

Once upon a time, there lived a proud elephant who neither cared about nor respected anyone else. Because he was big and strong, he thought there was nobody able to defeat him. When he walked, he would stamp on small creatures like ants and other insects. Even animals like rabbits and tortoises would be crushed under his feet.

The animals tried to make the elephant understand that he was doing wrong, but he did not listen, so after some time, they met together to come up with a plan to stop him by teaching him a lesson. A clever ant had an idea. He would bite the trunk of the bigheaded elephant.

The next day when the elephant was walking as usual stamping on the plants and flowers and the small living creatures, the ant climbed unto his trunk and bit him. It was very painful. The elephant waved and shook his trunk, thinking that the ant would fall, but the ant bit even harder into his trunk. Now the elephant realized that he could not get rid of this small creature and begged the ant to stop. The ant told him how much he made the others cry so the elephant promised that he would not hurt anyone again. He would respect them and care for them. They became friends and lived happily ever after.

Lesson to learn - even the smallest of creatures can teach the mightiest a lesson in respect. We are not powerless.

## PHIKUL THONG

This shadow puppet play is written from the story of the same name in *Fascinating Folktales of Thailand* - available at [www.thailandlife.com/folktales\\_phikulthong.htm](http://www.thailandlife.com/folktales_phikulthong.htm)

Narrator *Phikul was beautiful and kind. Her mother died when she was very young so her father married again and she was looked after by her step-mother who also had a daughter of her own named Mali. Both the mother and her daughter forced Phikul to work hard every day.*

Mali Phikul! Phikul! Where is that girl - never here when I need her!

Mother I sent Phikul off to get some water after pounding the rice. Isn't she back yet?

Mali No, Mother! And she should have been back ages ago. The stream is not that far away. She is such a lazy girl. Father spoils her!

Mother I know dear - I'll speak to her

Narrator *Meanwhile on the way back from the stream, Phikul saw an old woman who asked her if she might have some of her water to drink.*

Old Woman Excuse me my dear, I am so thirsty. Might I have some of your water?

Phikul Of course you may. Would you like some water to wash your face and your poor feet as well to refresh yourself?

Old Woman You are so very kind my dear. But will there be enough?

Phikul Don't worry. I can go and bring some more.

Old Woman You are beautiful and kind of heart. Even though I am a poor shabby old woman, you treat me like a queen. I would like to bless you with the golden flowers after which you are named. They will come out of your mouth whenever you feel sympathy for anyone or anything.

- Narrator *As soon as she had granted this wish to Phikul, the old woman disappeared. Phikul fetched more water and hurried home, where her stepmother was waiting for her.*
- Mother What time is this to be getting back? I sent you away for that water ages ago, you lazy girl. I suppose you were avoiding the work as usual.
- Phikul I'm sorry, Stepmother. I met a poor old woman who was so thirsty and tired. She was so much in need; I shared some of the water with her and then had to go back for more.
- Narrator *As she talked of her sympathy for the old woman, many golden flowers came out of Phikul's mouth. The greedy stepmother grabbed them all while Phikul was speaking.*
- Mother Mali, come quickly. Look at these golden flowers! I will sell these at the market and we will be rich!
- Mali How wonderful mother!
- Narrator *Now Phikul was forced to speak all day so that there might be an endless supply of golden flowers. Exhausted, Phikul got a sore throat and could not speak.*
- Mother Speak girl! Speak! You are not trying!
- Narrator *The step-mother and her daughter started beating Phikul, to force her to speak but poor Phikul could not say even a single word.*
- Mother Mali, you go and see this old woman.
- Narrator *Mali went to the stream to fetch water but instead of meeting an old woman, she met a lovely young woman in a beautiful dress.*
- Woman I am so thirsty. Can you give me some water to drink?
- Narrator *Mali was jealous and got angry.*
- Mali What do you think I am? You are perfectly able to get your own water! Don't waste my time!

Narrator *So instead of a blessing, Mali was given a curse that whenever she got angry, worms would come out of her mouth. She went home and told the whole story to her mother.*

Mali I told her what she could do!

Mother Oh no Mali! Say no more! The whole house may fill with the worms that are coming out of your mouth! Where is that worthless Phikul! You lied to us! Now see what you've done! Take that, get out, and never come back!"

Narrator *The stepmother beat Phikul and drove her out. She was very sad and wandered alone in the forest. A young Prince saw her crying and asked her what had happened. As she told her story the whole place filled with golden flowers.*

Prince Phikul you are well named. I have long waited to find someone so beautiful and kind as you. Will you marry me?

Narrator *After marrying, the couple ascended the throne and ruled the city happily ever after.*

STORIES FROM AFRICA  
(Traditional - Nigeria from Rose Ozo)

WHO IS MORE IMPORTANT?

Once upon a time there was an argument between the cat and the dog each claiming to be more important than the other. It was then decided that to settle this dispute they would each keep watch over a bag of beans at different times. The cat started and was able to ward off rats from getting to the bag of beans but when a human thief came, the cat took to its heels and the thief carried the bag away.

The dog then started its own watch as the cat had failed. The dog successfully kept the thief away from the bag with its barks but did not notice when the rats slipped past and started feasting on the beans.

It was then decided that both should keep watch over the bag of beans. Together they did a wonderful job because the cat was able to keep the rats away from the beans whilst the dog kept the thieves away. So they needed each other and none was more important than the other.

UNITED WE STAND, DIVIDED WE FALL

A couple had five boys. They grew up together as a family fighting and quarrelling among themselves and this made their father very sad.

When their father was on his death bed he called his sons together and gave each a broom to break, which they did easily. He then handed them a bunch of broom to break and none of them could break it. All they were able to do was bend it.

So the father explained to them that if they are united, nobody can defeat them but alone each one of them can be. They understood and promised their father that they would be united and this made him a happy man.

## THE FESTIVAL OF KITES

See [www.kiteman.co.uk/CHINESE%20KITE%20HISTORY.htm](http://www.kiteman.co.uk/CHINESE%20KITE%20HISTORY.htm)

The Chinese used silk and bamboo to make kites and were the first people to write about kites. When paper was invented the making of kites became a pastime in which most people could partake. Originally a simple flat rectangle, the kite developed into complex 3-D shapes elaborately decorated and flown on religious and ceremonial occasions offering fertility, happiness, victory etc. The designs on most Chinese kites have a symbolic meaning or illustration from Chinese folklore or history. Tortoises, cranes and peaches signify long life, bats are a sign of good luck, butterflies and flowers represent harmony and a dragon design represents power and prosperity. The kites can feature:

- Cranes signifying long life for nobility and honesty
- Bee for industry and thrift
- Goldfish for wealth
- Frog for long life and joy
- Monkey for cleverness
- Mouse for laughter
- Pine for endurance
- Panda for happiness
- Lotus for purity
- T'ai Chi for creativity and harmony

(See illustration in activities in this section)

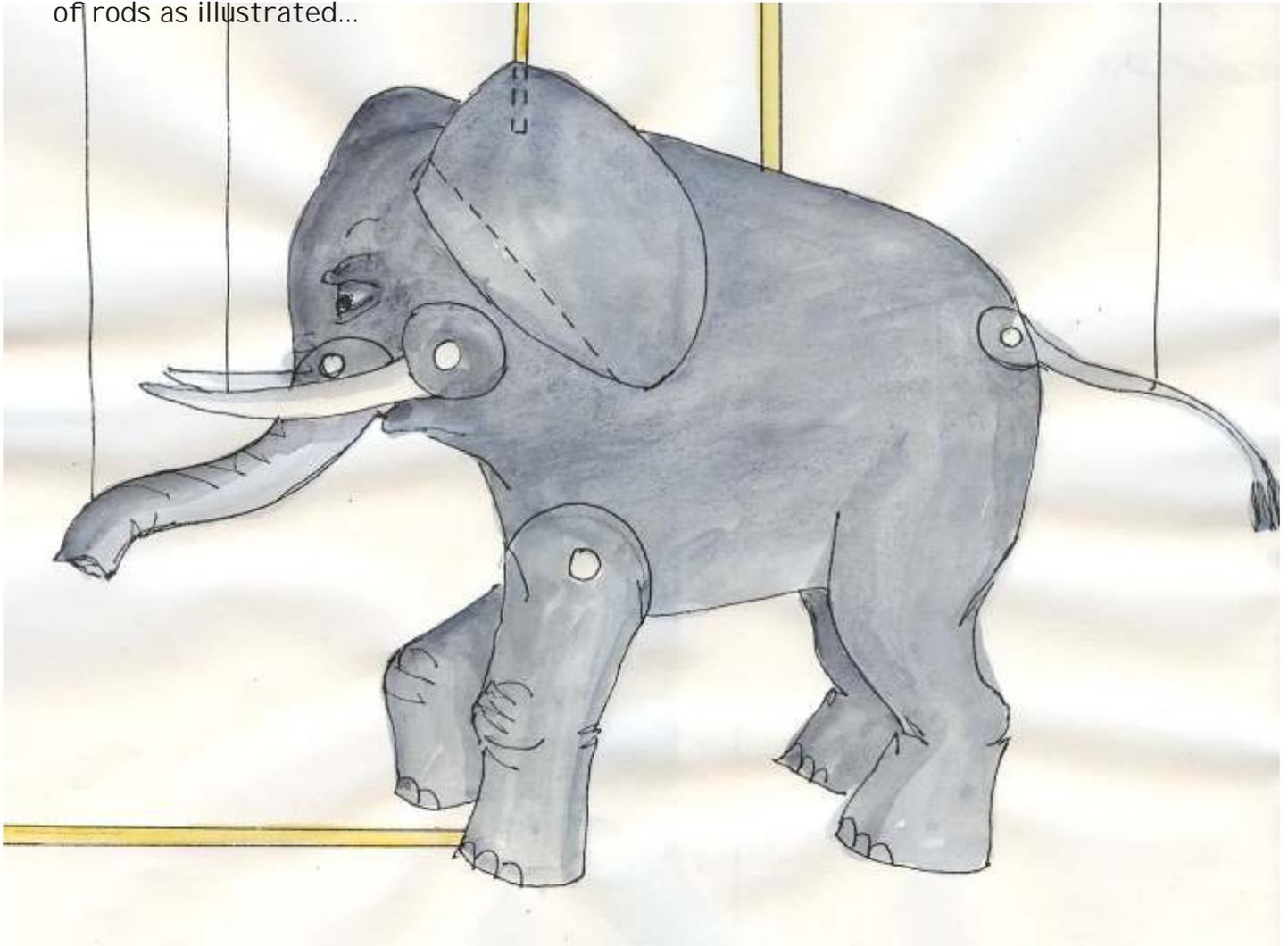
For over 1000 years the Chinese thought that by flying kites they would avoid bad luck and the higher the kite was flown the more prosperous they would become. The kite is still used in China today to ward off bad luck and to bring good luck and is also regarded to be a good and healthy pastime for people of all ages. Some kites have whistles that sing in the sky; some have gongs and drums attached, others have blinking eyes. Decorations help bring luck and happiness so many streamers and ribbons are added.

The class/group might like to make their own kites, expressing their hopes and wishes and fly them with those made by partner schools on a day out together.

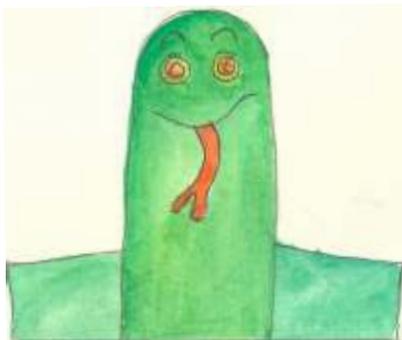
# The Elephant and the Ant

## A story from India

The elephant rod puppet can be made using thick card(reuse a cardboard box); big paper fasteners; string and a number of rods as illustrated...



These finger puppets can be printed out and used as they are



# Phikul Thong

## A story from Thailand



- \* Shadow puppets can be made with black card
- \* Cut out the body part shapes
- \* Attach with a paper fastener
- \* Attach a wire rod to the back of the puppet
- \* Attach rods to the body parts to operate

In the photo you can see how cutting out the skirt and sticking coloured cellophane to the back makes it more colourful



# The Cat and the Dog and the Broom Stories from Nigeria



Cut out and use these finger puppets



Gather some Hazel or Willow sticks and tie them together to make a broom. Keep a few separate for the story

# Kite Pictures

Frog for long  
life and joy



Crane for nobility  
and honesty



Bee for industry  
and thrift



Goldfish for wealth



Mouse for laughter



Lotus for purity



Pine for endurance



T'ai Chi for creativity  
and harmony  
in the universe



Panda for happiness

## THE RAINBOW SONG

The words and music of The Rainbow Song are by Norman Richardson

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*Chorus:*

*Together we can make a rainbow:*

*Let the bright colours show!*

*We need each other like the diff'rent colours that make the rainbow glow.*

1. Wouldn't the world be an ugly place  
If everyone looked the same  
If everyone had an identical face  
Or even the very same name?

*Chorus: Together we can make a rainbow...*

2. Just seven diff'rent colours,  
And each one alone is fine.  
Yet put them together up there in the sky  
And a rainbow starts to shine!

*Chorus: Together we can make a rainbow...*

3. If all the world were just one colour  
It would be a cheerless place.  
But with shades and hues from which to choose  
We can paint a smile on each face.

*Chorus: Together we can make a rainbow...*

4. So we'll colour the world together.  
And we'll shout so all can hear  
That in our exciting rainbow world  
There'll be no room for hatred or fear!

*Chorus: Together we can make a rainbow...*

# The Rainbow Song

*A Song to Celebrate Differences*

by Norman Richardson

♩ = 120

REFRAIN ④

The first system of music consists of a vocal line and a piano accompaniment. The vocal line begins with a whole rest, followed by a quarter rest, and then the lyrics "To - geth - er we can make a". The piano accompaniment starts with a whole rest, followed by a quarter rest, and then a series of eighth notes in the right hand and a bass line in the left hand. A dynamic marking of *mf* is present. A repeat sign with a circled 4 indicates the start of the refrain.

The second system of music continues the vocal line and piano accompaniment. The vocal line has the lyrics "rain - bow - : Let the bright col - ours show - ; We need each oth - er like the". The piano accompaniment continues with similar rhythmic patterns. A dynamic marking of *mf* is present.

The third system of music concludes the vocal line and piano accompaniment. The vocal line has the lyrics "diff - 'rent col - ours that make the rain - bow glow - !". The piano accompaniment continues with similar rhythmic patterns. A dynamic marking of *mf* is present.

VERSE

1. Would- n't the world - be an ug- ly place - if ev- 'ry- one looked the same

- - ; If ev- ry- one had an i- den - ti- cal face - , or

ev- en the ver- y same name - | To- geth- er we can make a

To Refrain **FINAL REFRAIN**

rain- bow - : Let the bright col- ours show - : We need each oth- er like the

1st time

diff- 'rent col- ours that make the rain- bow glow - . To -

2nd time  
CODA

glow. Let's make a rain- bow -!

rit.

rit.

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